

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

May 12, 2003

The Board of Education and the Board of Career and Technical Education met in House Room 1 of the Capitol Building, Richmond, Virginia, with the following members present:

Mr. Mark C. Christie, President	Mrs. Susan L. Genovese
Mr. Mark E. Emblidge	Mr. M. Scott Goodman
Dr. Ella P. Ward	

Mr. Thomas M. Jackson, Jr., Dr. Gary L. Jones, and Mrs. Ruby W. Rogers were at remote locations (via telephone conference call) in Hillsville, Clifton, and Gate City, Virginia. There were no members of the public in attendance at any of the remote locations where Board members Jones, Jackson and Rogers were present.

Mr. Christie, president, presided and called the meeting to order at 11:00 a.m.

WORK SESSION

Proposed Revisions to the Standards of Quality

The Board received staff presentations and discussed options to revise the Standards of Quality; however, no votes were taken on any issue during the meeting.

Mr. Dan Timberlake, assistant superintendent for finance, reviewed the following items that were presented at the April 30 meeting:

- Elementary principals – one full-time position for every school, regardless of size
Statewide FY 2004 state funding impact – \$6.0 million
Statewide FY 2004 local funding impact – \$4.9 million
Statewide FY 2004 funded position impact – approximately 130 additional funded instructional positions
- Resource teachers in art, music, and physical education – three periods a week per student in grades K-5 division-wide
Statewide FY 2004 state funding impact – \$67.2 million
Statewide FY 2004 local funding impact – \$54.9 million
Statewide FY 2004 funded position impact – approximately 2,762 additional funded instructional positions

- Speech-language pathologist caseload – lowering the caseload from 68 to 60 students
Statewide FY 2004 state funding impact – \$3.0 million
Statewide FY 2004 local funding impact – \$2.5 million
Statewide FY 2004 funded position impact – approximately 125 additional funded instructional positions
- Technology specialists – providing one technology specialists per 1,000 students in K-12 (one per 200 computers, assuming one computer for every five students)
Statewide FY 2004 state funding impact – \$27.3 million
Statewide FY 2004 local funding impact – \$22.3 million
Statewide FY 2004 funded position impact – approximately 1,240 additional funded instructional positions

Mr. Timberlake then reviewed the items for which the Board had requested additional information at the April 30 meeting. At the April 30 meeting the Board received information about the fiscal impact of one assistant principal for every 500 students. Staff was asked to provide information about the fiscal impact of one assistant principal for every 450 students, and for every 400 students, and had asked about prevailing practice. Prevailing practice is between one full-time position for every 450 students, and one position for every 400 students.

- Assistant principals – one full-time position for every 500 students (for elementary schools, middle schools, and high schools)
Statewide FY 2004 state funding impact – \$20.5 million
Statewide FY 2004 local funding impact – \$16.7 million
Statewide FY 2004 funded position impact – approximately 592 additional funded instructional positions
- Assistant principals – one full-time position for every 450 students (for elementary schools, middle schools, and high schools)
Statewide FY 2004 state funding impact – \$29.2 million
Statewide FY 2004 local funding impact – \$23.9 million
Statewide FY 2004 funded position impact – approximately 846 additional funded instructional positions
- Assistant principals – one full-time position for every 400 students (for elementary schools, middle schools, and high schools)
Statewide FY 2004 state funding impact – \$40.2 million
Statewide FY 2004 local funding impact – \$32.9 million
Statewide FY 2004 funded position impact – approximately 1,172 additional funded instructional positions

The Board had reviewed the impact of lowering the secondary instructional position standard from 25:1 to 24:1 at the April 30 meeting, and had requested

information on the fiscal impact of lowering the secondary instructional position standard to 23:1, 22:1, and 21:1 at the April 30 meeting, and expressed interest in providing a planning period at the secondary level. Mr. Timberlake provided that information, and information on lowering the standard to 20:1. A standard of 21:1 would provide a planning period at the secondary level.

- Secondary instructional position standard – lowering the standard from 25:1 to 24:1
Statewide FY 2004 state funding impact – \$25.4 million
Statewide FY 2004 local funding impact – \$20.7 million
Statewide FY 2004 funded position impact – approximately 978 additional funded instructional positions
- Secondary instructional position standard – lowering the standard from 25:1 to 23:1
Statewide FY 2004 state funding impact – \$52.9 million
Statewide FY 2004 local funding impact – \$43.3 million
Statewide FY 2004 funded position impact – approximately 2,040 additional funded instructional positions
- Secondary instructional position standard – lowering the standard from 25:1 to 22:1
Statewide FY 2004 state funding impact – \$83.4 million
Statewide FY 2004 local funding impact – \$68.2 million
Statewide FY 2004 funded position impact – approximately 3,204 additional funded instructional positions
- Secondary instructional position standard – lowering the standard from 25:1 to 21:1
Statewide FY 2004 state funding impact – \$116.8 million
Statewide FY 2004 local funding impact – \$95.5 million
Statewide FY 2004 funded position impact – approximately 4,476 additional funded instructional positions
- Secondary instructional position standard – lowering the standard from 25:1 to 20:1
Statewide FY 2004 state funding impact – \$153.8 million
Statewide FY 2004 local funding impact – \$125.8 million
Statewide FY 2004 funded position impact – approximately 5,879 additional funded instructional positions

The Board had requested develop a proposal for prevention, intervention, and remediation to replace the current SOQ Remediation formula, which is based on nine positions per 1,000 students scoring in the bottom quartile of the Virginia State Assessment Program (Stanford 9). Mr. Timberlake presented a formula that would be a

blend of the division's percentage of students eligible for free lunch and the division's percentage of failures on Standards of Learning tests in English and mathematics. The pupil-teacher ratio would be on a sliding scale ranging from 10:1 to 18:1. For the purposes of funding, a standard of five hours of instruction per week (30 minutes a day for English and 30 minutes for mathematics) for 36 weeks would be used.

- Remediation proposal
Statewide FY 2004 state funding impact – \$19.3 million (in addition to the current base of \$40.5 million)
Statewide FY 2004 local funding impact – \$12.2 million (current base is \$26.7 million)
Statewide FY 2004 funded position impact – approximately 850 additional funded instructional positions (current base is 1.627)

The Board had reviewed the fiscal impact of eight add-on instructional positions per 1,000 students at the April 30 meeting, and had requested information on the fiscal impact of six and four add-on instructional positions per 1,000 students, which Mr. Timberlake provided. The Board asked that information be provided at the May 28 meeting on the fiscal impact of two add-on instructional positions. The Board also discussed the possibility of requiring reading specialists and mathematics specialists in divisions with schools accredited with warning in English and mathematics.

- Instructional position add-on – providing an additional eight instructional positions per 1,000 students in K-12
Statewide FY 2004 state funding impact – \$236.1 million
Statewide FY 2004 local funding impact – \$190.1 0million
Statewide FY 2004 funded position impact – approximately 9,532 additional funded instructional positions
- Instructional position add-on – providing an additional six instructional positions per 1,000 students in K-12
Statewide FY 2004 state funding impact – \$177.9 million
Statewide FY 2004 local funding impact – \$143.1 million
Statewide FY 2004 funded position impact – approximately 7,179 additional funded instructional positions
- Instructional position add-on – providing an additional four instructional positions per 1,000 students in K-12
Statewide FY 2004 state funding impact – \$120.1 million
Statewide FY 2004 local funding impact – \$96.4 million
Statewide FY 2004 funded position impact – approximately 4,842 additional funded instructional positions

There being no further business of the Board of Education and Board of Career and Technical Education, Mr. Christie adjourned the meeting at 12:10 p.m.

President

Secretary